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NATIONAL WORKSHOP ON EDUCATIONAL MEDIA DEMONSTRATIONS. FINAL REPORT.

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THIS REPORT SUMMARIZES THE PROCEDURES UNDER WHICH THE WORKSHOP ON EDUCATIONAL MEDIA DEMONSTRATIONS WAS CONDUCTED AND SERVES AS A MODEL FOR PLANNING AND EXECUTING LOCAL WORKSHOP PROJECTS. THE OBJECTIVES OF THE NATIONAL WORKSHOP WERE (1) TO DEVELOP TEAMS PREPARED TO GIVE PRESENTATIONS OF THE APPLICATIONS OF NEW MEDIA AND (2) TO PLAN AND PRODUCE A KIT OF MATERIALS SUITABLE FOR THOSE PRESENTATIONS. THE WORKSHOP ACTIVITIES INCLUDED (1) BACKGROUND PRESENTATIONS, (2) ESTABLISHMENT OF A COMMON BASIS FOR WORK, (3) DEFINITION OF THE POTENTIAL AUDIENCE GROUPS, (4) DEVELOPMENT OF THE FORMAT FOR PRESENTATIONS, (5) IMPLEMENTATION, (6) A FOLLOWUP MEETING, AND (7) EVALUATION. (GD)

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FINAL REPORT

National Workshop on Educational Media Demonstrations

This project was conducted pursuant to a contract with the Office of Education U. S. Department of Health, Education, and Welfare, National Defense Education Act, Title VII, Part B.

San Jose State College
San Jose, California

Project Director:
Jerrold E. Kemp, Coordinator
Materials Preparations Services
Audio-Visual Service Center

October 30, 1962

ED003778

The purpose of this report is to:

1. Summarize the procedures under which the project was conducted.

2. Serve as a guide for others interested in planning and executing local workshop projects.

Objectives of the Workshop

1. To develop teams prepared to give visualized presentations demonstrating the applications of new educational media.

2. To plan and produce a kit of materials suitable for the visualized presentations.

3. To plan for presentations using the kits before groups of educators, legislators, and lay citizens in regions of the United States.

4. To encourage local workshops under sponsorship of the teams participating in this workshop.

Background for the Workshop

Presentations that have demonstrated the applications of audiovisual media for instruction have been made by a team composed of members of the San Jose State College audiovisual staff using a locally prepared kit of materials. Education groups within California and other major groups country-wide, including the New Jersey Education Association, Oregon Education Association, 1961 national convention of the Department of Elementary School Principals (Detroit), and the American Association of Colleges for Teacher Education Conference on Teacher Education and the New Media (1960, Ann Arbor, Michigan) have been audiences.

All presentations were enthusiastically received and their value pointed out in many ways including such comments as--"Now I see what these materials really can do," and "I want my faculty to see these possibilities." After each program, additional presentations were requested.

The participating team was unable to meet many requests for presentations in different parts of the country. Furthermore, the need for involving other people in developing a variety of approaches and a more complete kit with new examples became apparent.

The presentation experiences showed that those who see practical demonstrations about new media recognize that a great deal of the "talking about media" can and should become "showing and doing with the media." For example, "It became readily apparent (at the NDEA sponsored conferece on Teacher Education and the New Media, Ann Arbor, Michigan) that the first need is for people in teacher education to become educated about new media. They admit their lack of information and express a real desire for the type of information and presentation being done." (letter from the Associate Secretary for Research and Studies, AACTE, dated 3-2-61).

PART I PRE-WORKSHOP ACTIVITIES

Selecting Four Consultants

Selection of four consultants was made by the project director after consultation with leaders of professional groups, such as the Department of Audio-visual Instruction (NEA), the American Association of Colleges for Teacher Education (NEA), and the Council of Chief State School Officers. The consultants were selected on the basis of outstanding competencies and experiences in teaching and in the areas of educational communications and/or learning theory, production techniques, and presentation techniques. A list of recommended names was circulated.

The consultants selected were:

Dr. Mendel Sherman, Professor of Education and Assistant Director, Audio-Visual Center, Indiana University, Bloomington, Indiana

Mr. Don Wells, Director, National Project in Agricultural Communications, Michigan State University, East Lansing, Michigan

Dr. David Willis, Director of Teacher Education, Marquette University, Milwaukee, Wisconsin

Dr. Ray Wyman, Professor and Head of Audio-Visual Services, School of Education, University of Massachusetts, Amherst, Massachusetts

Dr. Richard B. Lewis, Head, Division of Audio-Visual Services, San Jose State College, San Jose, California (services contributed by the institution in accordance with the project proposal)

The duties of the consultants were:

1. To understand the purposes and expected outcomes of the workshop and their services with respect to it.

2. To suggest references and other study materials to be sent to participants prior to the workshop in order to give them common background and understanding concerning uses and implications of the new educational media.

3. To meet with the project director in December, or early January, to plan the workshop agenda.

4. To guide participants during the workshop by making suggestions, and evaluating each proposed element of the evolving materials in terms of the consultant's area of specialization.

Selecting Seven Workshop Teams

The participants were selected on the basis of the following criteria:

1. A strong concern with the audiovisual communication area.

2. A desire for utilizing communications techniques in solving instructional problems.

3. Audiovisual production ability, including both graphics and still photography. Some knowledge of motion picture, television, language laboratory, and self-instructional techniques is also desirable.

4. Ability to do effective visualized presentations with some showmanship and humor.

The participants were selected by a committee composed of the project director and the project consultants on the basis of names submitted by responsible concerned professional groups, such as the Department of Audiovisual Instruction, American Association of Colleges for Teacher Education, and Council of Chief State School Officers. Teams were chosen from separate geographic areas of the country. The teams to participate in the workshop and to constitute presentation teams are listed in the report in Appendix A.

The duties of the workshop participants were:

1. To prepare for the workshop by studying recommended materials and giving some thought to the topic.

2. To attend the workshop in April--participating in discussions, making plans, and contributing to the development of materials.

3. To follow-up by gathering and preparing materials assigned.

4. To submit all prepared original materials by the deadline.

5. To prepare for and make trial presentations.

6. To advise groups in the region of their availability to give demonstrations.

7. To schedule and present demonstrations.

8. To train other personnel as teams within the regional area.

9. To consider the possibility of planning for locally-sponsored summer or other workshops as described during the working sessions.

Planning For The Workshop

A planning meeting, attended by the consultants and the projector director, was held at San Jose State College on January 15, 1961. The purpose of the meeting was:

1. To explain to the consultants the purposes for the project.

2. To report on related presentation and workshop experiences.

3. To approve the workshop calendar.

4. To make final selection of workshop participants.

5. To examine the college facilities to be used.

6. To make definite plans for the workshop.

   a. pre-workshop activities by participants

   b. workshop schedule

   c. responsibilities and roles of consultants

   d. follow-up activities and requirements

Appendix A includes a report on this planning meeting.

Orienting the Participants

During the planning meeting with the consultants it was recommended that an orientation meeting be held with the selected workshop participants prior to the April workshop. Since most participants would be attending the 1962 Department of Audiovisual Instruction convention in Kansas City, Missouri, a meeting was set for March 26.

The purposes of this meeting were to define clearly, with the participants, the purpose of the workshop and their roles and responsibilities; to consider travel, lodging, and scheduling; and to add to each participant's background by supplying a bibliography concerning the new media and implications for education (see Appendix B) and by distributing selected references.

Appendix C includes a report on this orientation meeting.

PART II WORKSHOP ACTIVITIES

The workshop took place at San Jose State College, April 16-20, 1962. All consultants and participants, with the exception of Walter J. Mars, New York (due to illness) attended. A chronological summary of activities and accomplishments follows.

Background Presentations

As a reference point, and to show an approach with materials and special equipment already used in presentations, the Lewis-Kemp presentation was given. It was evaluated objectively. At appropriate times during the workshop, other consultants and participants made presentations to illustrate approaches they have used in describing and utilizing various of the new media. These included Dr. Ray Wyman (a unit on the use of the telephone), Dr. David Willis (the concept of interrelation of systems in the human body), and Robert Cox (a multi-media presentation on media in communications).

Establishment of a Common Basis for Work

A period of round-table discussion was held so that all participants would "get the feel of the problem" and to establish a common basis for developing the presentation. This proved to be a very important phase of the workshop activity as both consultants and participants had to come to grips with the basic reasons for the project and they established a common understanding of the purposes so that all could proceed toward the same goals.

Defining the Potential Audience Groups

These potential audience groups were identified:

School boards and lay publics

School administrators and supervisors

Teachers

The concerns and needs of these groups were classified under these categories:

... Concerns over enrollment increases in our schools

... Needs for more classrooms and special facilities

... Continual demand for more money for education

... Realization that more and new knowledge must continually be learned

... Awareness that a greater learning potential on the part of children exists then is normally recognized

... Emergence of new patterns for teaching, including large group and individual instruction and reorganization of some subjects--science, mathematics, foreign language--requiring new approaches on the part of administrators and teachers

... Fears of the new technology as its various potentials are realized and its impacts become evident

Developing the Format for Presentations

In order to serve the above three groups adequately, the presentation will be divided into three main areas.

Introduction.--To gain attention; to relate to the needs of the particular (or mixed) audience; to lead naturally to case examples.

Case Examples.--To illustrate the essential contributions that a variety of educational media can make to the teaching of a particular concept or

generalization. The case examples were assigned as follows:

... Westward Movement
North Carolina
Nebraska

... Foreign Language
Oregon
Nebraska

... How Plants Grow
Oregon
New York

... Aero-Space
Texas
California

... 50th State
New York
California

... Wankle Engine
San Jose

... Air Pressure
Indiana
California

... High School English
North Carolina
Texas

... New Math
Indiana

Implementation.--To offer suggestions for improved instruction in terms of human and financial resources, considering facilities and services; to show examples of successful instructional materials programs and phases of certain programs now in operation.

Outlines and preliminary storyboards were prepared on the introduction and implementation phases of the presentation, but by the end of the workshop period it was apparent that all the purposes for the workshop could not be satisfied fully and that a follow-up meeting should be held after each team had the time to consider its assignments in the framework of the totally-developed presentation.

Suggestions for Pre-involvement and Follow-up

It was obvious to the group that the effectiveness of any presentation would be greatly enhanced by first making sure that the presentation will fit the needs of the audience.

The participants developed a plan of action to meet this need. The presentation as herein developed can serve many audiences and can be directed with various emphases. By meeting or corresponding with the sponsors, a clear statement of what needs are to be served and what outcomes are anticipated should be established. Then topics and materials from the demonstration kit can be selected as appropriate to these needs.

Prior to a planned presentation, the audience should be alerted and involved through the distribution of one or more of the following:

letters

announcements

suggested readings (brief bibliography)

printed copies of articles

a questionnaire to get a census of problems that should be treated during the presentation

The actual presentation should be coordinated with other phases of a program, if appropriate, so that the audience sees the relationships among all aspects of the program.

After the presentation some type of activity should be planned as a follow-up so that the interests aroused during the presentation can be fostered and appropriately developed. Suggestions for follow-up activities include:

private and group consultations

hand-out materials

demonstrations, with emphasis on certain media

follow-up presentations to sub-groups

workshops

in-service programs

college courses

conferences

Appendix D includes a variety of practical suggestions that should be considered prior to, during, and after making presentations.

PART III FOLLOW-UP ACTIVITIES

Follow-up Meeting

At the conclusion of the workshop it was unanimously agreed that a follow-up two-day meeting be held after an appropriate period of time as the following still remained to be done:

... Consideration of the final storyboards

... Developing narration ideas to accompany visuals

... Making sure the presentation has continuity from one section to another and for the major audience groups

... Making assignments for needed materials and agreeing upon deadlines for getting all materials collected or prepared

This meeting was requested and approved. It took place at the University of Nebraska on June 16-17, 1962. Appendix E includes a complete report on this meeting.

Progress Meeting

An informal progress report meeting was held in Chicago on July 21, 1962. Those participants who were attending the annual convention of the National Audio-Visual Association met with the project director to report on progress in gathering materials and in problems encountered. Report, dated July 24, 1962, in Appendix F includes a summary on this meeting.

Preparation of Materials

Following the Nebraska meeting, each team proceeded to gather and prepare assigned materials. As agreed, each team arranged for copies of commercial materials or prepared original slides. Transparencies and display materials, from original sketches, were prepared and duplicated under supervision of the project director at San Jose.

The participants were kept advised of all progress toward procuring or developing materials. Appendix F includes progress reports sent periodically to all involved in the project.

All materials were collected at San Jose, duplicated as necessary, labeled, and distributed to teams in heavy-duty, vulcanized fiber cases.

Accompanying each kit is a complete script listing, under each category, individual items with explanations and narration suggestions. The National Audio-Visual Association, under its Executive Vice-President, Don White, cooperated to the fullest by supplying commercial audiovisual materials on request. A list of those audiovisual producers and distributors is included with the script so that recognition would be given during presentations to those who supplied materials.

PART IV PLANS FOR PRESENTATIONS

At the time of this report the final materials are being assembled for distribution to each team. Plans are being made for presentations. Already scheduled are presentations by three teams (one each for elementary, junior high, and senior high audiences) for the 1963 Department of Audiovisual Instruction (NEA) Denver convention; a major presentation for the 1963 American Association of Colleges for Teacher Education (NEA) Chicago convention, and one for the 1963 annual convention of the California Congress of Parent-Teachers. Also, each team is arranging for presentations in their local areas, often in cooperation with state departments of education.

PART V EVALUATION

During the 1963 Department of Audiovisual Instruction convention (April) an informal meeting of consultants and participants in attendance at the convention will take place. This meeting will serve to:

... Exchange reports on presentations made by each team

... Evaluate the effectiveness of the kit of materials in presentations already made

... Describe new materials added to the kit locally and eliminations or replacements for other materials

... Consider the types and values of pre-presentation and follow-up activities used in conjunction with presentations

... Describe activities relating to local workshops for training sub-teams and their work

... If desirable, consider submitting a formal proposal for a follow-up meeting to re-evaluate and strengthen the presentation

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APPENDIX A

NATIONAL WORKSHOP ON EDUCATIONAL MEDIA DEMONSTRATIONS

Report of Consultant's Meeting
January 15, 1962
San Jose State College

Present: Dr. Richard B. Lewis, San Jose State College
Dr. Mendel Sherman, Indiana University
Dr. David Willis, Marquette University
Dr. Raymond Wyman, University of Massachusetts
Dr. Jerrold E. Kemp, San Jose State College, Project Director

Absent: Mr. Don Wells, Michigan State University
(due to flight cancellations on account of bad weather)

Introduction to the Project

Drs. Lewis and Kemp described their planning for and experiences connected with presentations they have made for various groups. They showed and explained:

1. Outlines of materials and equipment used.
2. Announcements for the presentation distributed by sponsoring organizations.
3. Specially designed equipment that is part of their kit.
4. Preparation of physical facilities and the set-up of equipment for presentations (shown with slides).
5. The kit of materials and accessories.
6. How the presentation team (2-3 members) operates during a presentation.

It was pointed out that the success of these presentations seems partly due to:

1. Careful selection of examples representative of various media on many educational levels.
2. A concentration in presentations on the implications of these media for changes taking place in education.
3. Good use of audio-visual techniques in showing the contributions of the above materials in the teaching-learning process.
4. Informal, well-integrated, and fast-moving presentations, involving some showmanship and humor.

With this orientation, purposes for the project were discussed and clarified. It was agreed that the workshop would serve to:

1. Develop presentation teams able to explain and demonstrate the range and applications of new media for education. Their services should be available to major groups and meetings within the region to be served.

2. Develop an extensive kit of materials from which appropriate selection may be made for differing audiences.

3. In turn, develop plans for the qualified teams to develop subteams in their regions so that information about the new media can be presented to local groups.

4. The project should show how the general kit may be supplemented with additional, appropriate locally-prepared materials.

5. Develop plans and procedures for local workshops to give individuals attending the presentations opportunities to develop personal skills in using and preparing instructional media in greater depth than that experienced at the presentations.

6. During discussions, these questions were raised:

   a. What are the problems to overcome if copyrighted materials are to be duplicated and used?

   b. What arrangements must be made to use commercially available audiovisual materials?

Dr. Kemp will explore possible answers to these questions.

Scheduled time for the Workshop

It was agreed that the 4 1/2 - day workshop shall take place from 8:00 a.m. Monday, April 16th, to noon Friday, April 20th. All participants would be urged to arrive in San Jose on the afternoon or evening of the 15th, Sunday.

Facilities

The 2nd and 3rd floors of the Audio-Visual Service Center (under construction) at San Jose State College were visited. Since it is anticipated that construction will be completed by April, plans will be made to hold the workshop in this building. As the major portion of the workshop will be devoted to planning meetings, discussions, and small-group work sessions, the large conference and resource rooms on the 2nd floor will provide suitable meeting space for the 20-24 persons in attendance; six laboratory rooms on the 2nd and 3rd floors will make ideal small-group work rooms. Tables, chairs, chalkboards, display surfaces, and types of projection equipment will be available.

In addition, the complete resources of the Division of Audio-Visual Services will be available (secretarial, production, television, and technical).

Selection of Participants

A list of seven teams, drawn from recommendations received from D.A.V.I. officers and the A.A.C.T.E. sub-committee on Instructional Media was prepared by Dr. Kemp. He had previously written each person concerning his availability and interest in participating in this project. The consultants accepted these recommendations and advised that the following 14 persons be invited to the April workshop:

New York - Syracuse University
Jerry Mars, Associate Director, Audio-Visual Center
Bob Cox, Director, Film Library

North Carolina
Kenneth McIntyre, Director, Bureau of Audio-Visual Education, University of North Carolina
Paul S. Flynn, Supervisor, Audio-Visual Education, State Department of Public Instruction

Indiana
Gene Faris, Audio-Visual Center, Indiana University
Bill Prigge, Audio-Visual Supervisor, State Department of Education

Texas - University of Texas
Roy Frye, Educational Materials Specialist
Fred Mundt, Assistant Director, Visual Instruction Bureau

Nebraska - University of Nebraska
Wesley Meierhenry, Assistant Dean, Advanced Professional Division, Teachers College
Robert Stepp, Head, Bureau of Audio-Visual Instruction

California
Pierce Patterson, Director, Audio-Visual Services, Orange County
Raymond Denno, Audio-Visual Coordinator, Orange County State College

Oregon
Jim McDonald, Director, Curriculum Materials Center, Jackson County
Henry Ruark, Consultant on Instructional Materials, State Department of Education

A map was examined which showed the geographic distribution of the seven teams. Since 8 teams were authorized, it was suggested that an additional team represent the southeast, preferably from Florida. Otis McBride, from Florida State University, Tallahassee, was recommended and would be queried to determine if a team from Florida could be provided.

Plans for the Workshop

Pre-workshop activities:

1. A brief orientation meeting for all participants and consultants is planned to take place at the D.A.V.I. convention in Kansas City the end of March.

2. The preparation of a bibliography concerning the new media and their implications for education is to be prepared. Selected references will be distributed to the participants for their study prior to the April workshop. These will give all participants a common orie tation and some background.

Workshop activities:

1. Orientation to the project and responsibilities of the participants.

2. The complete Lewis-Kemp presentation (for reference purposes).

3. The development of approach to presentations.

4. The structuring of presentations within the approach framework.

5. The selection of subject content for each aspect of each presentation.

6. The planning (script or storyboard) or selection of specific audiovisual materials.

7. The evaluation of each step and the final continuity of all materials in the presentation.

8. The plans for completing all materials.

Each step will be explored by the whole group. Then, small groups will work on specific phases. The results will then be presented to the large group for concurrence and suggestions. A time schedule will be set for each phase.

Consultants' responsibilities:

1. To assist the project director in guiding the workshop. Daily meetings will be held to discuss progress and to recommend procedures.

2. To visit with small work-groups, observing their activities and offering suggestions as necessary.

3. To help resolve any problems or points of disagreement.

4. To evaluate each phase, and especially the content and quality of planned materials.

Post-workshop activities:

1. For participants to complete all assigned preparations within the specified time period and forward them to Dr. Kemp for duplication.

2. For participants to receive the prepared kit and accept presentation assignments.

Project director's responsibilities:

1. To correspond with consultants and participants concerning the workshop and pre-workshop activities.

2. To conduct the orientation meeting at Kansas City.

3. To arrange for workshop facilities, housing, and local transportation.

4. To maintain the schedule for the workshop.

5. To act as liaison between workshop participants and requests for college audiovisual services.

6. To evaluate progress with the consultants.

7. To correspond with participants concerning their completion of materials.

8. To insure that all materials meet the standards of quality and content agreed upon during the workshop.

9. To arrange for duplication of all materials and distribution to the 8 teams.

10. To maintain contact with the teams for follow-up and evaluation purposes.

Special Notes:

It was recommended that representatives of interested organizations--D.A.V.I., A.A.C.T.E., C.C.S.S.O., N.A.V.A., and U.S.O.E.--be invited to attend and observe the activities of the workshop. Expenses for these individuals must be borne by their own organization.

Consideration was given to suggesting that a brief follow-up meeting be held within a year after the demonstration kits are completed and are used. The consultants and participants to attend the meeting and the effectiveness of the materials and presentation methods be evaluated as well as the exchange of any new ideas and materials developed by the various teams.

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APPENDIX B

National Workshop
San Jose, California
March 26, 1962

SELECTED REFERENCES ON NEW TECHNOLOGY IN EDUCATION

1. Audio-Visual Instruction, The National Elementary Principal, January 1961 (whole issue).

2. Automation and Education: Technology and the Instructional Process, James Finn. A/V Communications Review, Vol. 8, No. 1, Winter 1960.

3. Design for ETV: Planning for Schools with Television, Educational Facilities Laboratories, 477 Madison Ave., New York.

4. Explaining "Teaching Machines and Programming," David D. Cram, Fearon Publishers, San Francisco, California ($2.00).

5. Guide to Better Schools - Focus on Change, Lloyd Trump & Dorsey Baynham, Rand McNally & Co.

6. Interaction in Learning: Implications for Television, Dept. Audio-Visual Instructional Services, NEA, 1959.

7. New Teaching Aids for the American Classroom, Institute for Communications Research, Stanford University, 1960.

8. Planning Schools for New Media, Division of Education, Portland State College, Portland, Oregon, 1961.

9. Preparing Objectives for Programed Instruction, Robert F. Mager, Fearon Publishers, San Francisco, California ($1.95).

10. The Public Business: The Remaking of American Education, Charles E. Silberman, Fortune, April 1961.

11. Schools for Team Teaching: Profiles of Significant Schools, Educational Facilities Laboratories, 477 Madison Avenue, New York.

12. Space and Personnel: Some New Concepts, Raymond Wyman, Audiovisual Instruction, Vol. 5, No. 5, May 1960, pp. 132-133.

13. Teaching by Machine, Lawrence M. Stolurow, U. S. Dept. of Health, Education, and Welfare, Office of Educational Cooperative Research Monograph No. 6 (available from Superintendent of Documents, U. S. Government Printing Office, Washington 6, D.C. $.65).

14. Teaching Machines and Programed Learning, 1962: A Survey of the Industry, James Finn and Donald Perrin, Occasional Paper No. 3, Technological Development Project of the NEA, 1201-16th Street, N.W., Washington 6, D.C. ($1.50).

15. Technology in the Classroom: Challenge to the School Administrator, Gene C. Fusco. School Life, March, May 1960.

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APPENDIX C

National Workshop Project
San Jose State College
April 2, 1962

TO: Workshop Participants and Consultants

FROM: Jerry Kemp

RE: Report on Meeting at Kansas City, March 26th

ATTENDING: New York - Mars, Cox
North Carolina - McIntyre
Indiana - Faris, Prigge
Texas - Frye, Mundt
Nebraska - Neierhenry, Stepp
Oregon - McDonald, Ruark
Consultants - Sherman, Wyman
Staff - Kemp, Lewis
U. S. Office - Stone, Spaulding, Edling

ABSENT: North Carolina - Flynn
California - Denno, Patterson
Consultants - Wells, Willis

1. Information about travel and living facilities

Each participant and consultant was asked to report on his travel plans, especially arrival time on April 15th in San Jose or San Francisco. A form and schedule of limousine service was distributed. Be sure to return the blue slip in time for us to make pick-up arrangements.

The form also included a request for lodging--single or double (Sainte Claire Hotel). Other arrangements in local motels could also be made.

If financing the trip is a problem, Dick Lewis can arrange for your ticket through our travel agency in San Jose and hold payment until checks are available.

A statement from you on travel expenses, per diem (6 days at $15 each), will be collected on Monday, April 16th. Checks will be distributed by Friday, April 20th.

2. Preparation for the Workshop

The purposes to be served by the project were discussed and a bibliography was distributed for background information. Copies of certain publications, not available to each team, would be distributed prior to the workshop.

Participants were encouraged to bring demonstration materials that could be considered for the kit at the Workshop. Be selective as the time to present such materials will be limited.

If problems of delay or change in plans arise, contact one of the following:

Dick Lewis, A/V Center, San Jose State College
CYpress 4-6414 (Area Code 408)
(home: ULmar 1-1212 - San Mateo County)
Jerry Kemp, same office
(home: CLayburn 1-0830 - San Jose)

cc: Seth Spaulding, Dick Lawrence, Anna Lyer, Bob Snider

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APPENDIX D

4/19/62 PM
Follow-Up Group
"What do we do now?"

LITTLE HELPS FOR PRESENTATION TEAMS

1. CHECK LISTS
   a. Equipment
      (1) Locally Provided
      (2) Carried
   b. Materials
   c. Set-up plans - floor plot
   d. Required Facilities
      Power
      Lights
      Tables
      Stands
      Easels
      etc.

2. PRELIMINARY ARRANGEMENTS
   a. Public Relations
      (1) Publicity - Blurb
      (2) Press Releases
      (3) Biographical Data
      (4) Photographs
      (5) Materials for local sponsor to use in meetings or for distribution

      Where practicable and appropriate, use formats, with spaces for fill-in for local angles, or for special points of emphasis

   b. Place - and availability
      (1) Set-up time
      (2) Run-through time
      (3) Program time
      (4) Local personnel necessary

   c. Travel and Transportation
      (1) Personnel
      (2) Equipment
      (3) Materials
      (4) --Necessary reservations, itineraries, and schedules

d. Financial Plan
   (1) Travel
   (2) Expenses
      Room
      Meals
      Shipping Charges
      Tips
      Labor Charges
      Parking
      Entertainment
   (3) Assistants - Labor
   (4) Honorarium or Fees
   (5) Facilities and Equipment

3. FOLLOW-UP RESPONSIBILITIES
   a. Equipment and Materials
   b. Letters of Thanks
   c. Data, Information, or literature requested
   d. Arrangements for Post-Presentation Programs, Workshops, etc.

4. HAND-OUTS
   a. Bibliography - References
      (1) More information on new media
      (2) Case examples - sources (Anaheim, etc.)
      (3) Local Production - How to do it!
      (4) Facilities - TV, Production, Buildings, Classrooms
      (5) ITV - How to do it!

      (RECOMMEND: Small specialized lists to meet requests)

   b. Sources lists -
      (1) Equipment: Production, Classroom, TV, IMC's, etc.
      (2) Resource Personnel
         "Outside"
         "Local"
      (3) Resource Institutions - Programs - Workshops - etc.

5. PRE-INVOLVEMENT MECHANISMS - LETTERS - BROCHURES
   Samples ready in kit for adaptation to local need.

POST-PRESENTATION LEAFLETS
   Each on a specific topic - for mailing or hand-out

STANDARDIZED ANSWERS TO STANDARD QUESTIONS -- "What do I do about . . . ?"

(((NOTE: LOOK AT PRESENTATION FOR IDEAS THAT SET POST-PRESENTATION INVOLVEMENT AND THAT PERMIT INCLUSION OF PRE-PRESENTATION AGREEMENTS . . . .)))

APPENDIX E

June 21, 1962

TO: National Workshop Participants and Consultants

FROM: Jerry Kemp

CC: Walter Stone, Seth Spaulding, Anna Hyer, Bob Snider, Dick Lawrence, Don White, Adrian Terlouw

SUBJECT: Report on Meeting, June 16-17th, Lincoln, Nebraska

Attending:

Cox, Mars (New York)
Flynn, McIntyre (North Carolina)
Faris, Prigge (Indiana)
Meierhenry, Stepp (Nebraska)
Ruark (Oregon)
Patterson (California)
Willis (consultant)
Lewis (consultant)

Many thanks to all of you for making this important meeting so successful. Our appreciation to Bob Stepp and Wes Meierhenry for arrangements and hosting. The facilities were tremendous and contributed much to our efficient work. Also, as Dave Willis said: " . . . a real professional group dedicated to their work and willing to work hard at it . . . "

Fourteen hours of such hard work accomplished the following:

1. Agreement on content for the three major divisions of the presentation: Introduction, Subject Case Examples, Implementation. (Our thanks to Bill Prigge and Hank Ruark for organizing and presenting the rough storyboards.)

2. Assignment of specific jobs to teams (or individuals) for preparation of materials and to locate commercial items.

3. A demonstration by Pat Patterson of materials recently prepared or gathered, and used by Denno-Patterson to give a presentation in California based on the format developed in April at San Jose. (The presentation was reported as a big success, so it looks like we are on the right track!)

4. Plans to prepare or locate assigned materials:

   a. 12 sets of each item to be gathered or made.

   b. Each team to forward original slides, tapes, and other items, complete sketches for artwork, and information on obtaining specific motion picture footage to Jerry Kemp who will take care of final preparation of artwork and duplication of all items.

c. Kodacolor negative is preferable for 2x2 originals; but we will dupe from good quality positive slides, if necessary.

d. Clearances should be obtained from persons clearly identifiable in pictures or for the use of commercial materials. Duplicate the attached Clearance Form in sufficient copies as needed. Send signed copies to Kemp.

e. Since Dick has returned directly to San Jose from Lincoln, he reports herewith how to handle reimbursement of costs to you for materials, film, and other original items.

f. Our deadline for gathering all items and making all slides is August 30th -- earlier if possible to permit ample time for duplication.

5. Letters of request for cooperation to Don White at N.A.V.A., and to Adrian Terlouw at Eastman Kodak.

6. Letter to each team member giving you official authorization to contact individuals and companies and ask for cooperation. Please hold off on using this letter until after we hear from Don White. (A personal letter will be written to each of you and mailed soon.)

7. Suggested narration ideas for final section of Implementation -- administrator, teacher, and student on 16mm sync sound film. This is for Pat Patterson's consideration.

8. Agreement that we plan to have a meeting sometime after the kits have been distributed and used. We would prefer to do this around the first of the year, but will have to work on it. In any case, we will plan a meeting of the whole group at the D.A.V.I. convention in Denver next April. Bob Stepp to arrange for its inclusion in the printed program. He should also inquire whether one team might put on a full-blown presentation at a general session of D.A.V.I.

9. A list of materials and sources for commercial items to be distributed with the kit. Credit to producers making materials available to be included and used at each presentation made.

10. Each team should send me a copy of your case example scripts listing the materials you are going to include. Dick and I want to make some comparisons of the distribution of media to be used (will we be heavy on one category and miss others entirely?). The copy of your script will also allow us to check-off materials as you send them in. Please forward these scripts in the next few days.

11. You may hold original materials until all your work is fairly complete or send them in as you complete sections. Remember, it may take 5-6 weeks to get copies of motion picture footage, so start checking into that soon (I'll advise on approach to obtaining footage as soon as reply is received from Don White). We will need exact footage location and length in a film . . . as you do when

ordering replacement footage. Finally, with all materials, please include a description or explanation of the item, its purpose or contribution in the case example. This will be important to us as we prepare the final script (see the script on the Denno-Patterson presentation distributed at Lincoln).

IMPORTANT COMMENTS MADE AT THE MEETING:

1. Where possible, the case examples should concern a single subject concept or a limited topic with media selected that will clearly illustrate unique contributions to effective learning--this is of utmost importance.

2. It is very worthwhile to check your selection of media, their content, and application to learning the concept or topic with subject or curriculum people. Make sure we use outstanding examples that will have impact and also express the idea correctly.

3. The quality of materials selected and prepared must be good. Where possible, shoot slides on 35mm Kodacolor negative film (get a roll and run a test). We will use regular positive slides, when necessary. Vary exposures, especially where shots will show projection situations . . . make it look realistic. Darken the room slightly and expose for the screen image. Don't take many long shots of a subject (unless showing a facility), they have little effectiveness. Vary shooting angles and positions so we'll have a selection of slides.

4. Two extensions of the kit, as presently designed, must be considered:

   a. Examples and visual references specifically for higher education be developed (we agreed we would work on this, on our own, after October).

   b. Some of the Lewis-Kemp materials that go into depth with certain media (television, overhead, programming, etc.) will be included in the kit. It is likely that we will be asked to make presentations that emphasize one medium, as well as the general overview. (Reactions on this appreciated, as it came up late Sunday morning.)

THINGS THAT ARE STILL TO BE DONE:

1. Suggestions for pre-presentation involvement of an audience and post-presentation activities (bibliography, workshop suggestions, etc. . .)

2. Script to accompany kit--to include details about materials and their contributions; suggestions for transition ideas from one section to another; sources and credit listings; equipment and facility check sheets.

3. Letter to each team to be used with Audio-visual dealers and others when requesting cooperation on a presentation.

4. Develop a report form for use by each team to keep us all posted periodically on presentations made, changes suggested in the kit, related activities, etc.

5. When objects, charts, and other relatively small-size materials are to be included as a case example, plan also to make a 2x2 slide of the item for use with large groups.

OUTLINE OF PRESENTATION AND ASSIGNMENTS

I. Introduction (10-15 minutes)

Jet take-off -- 16mm clip and tape/sound -- Patterson
Computer sequence - 16mm silent -- Patterson
Explosion (population, knowledge, technology) - 16mm sync -- Syracuse
Need for teachers and understandings to be taught (not assigned)
Shots of children concentrating on learning activities -- Eastman Kodak, Mars, Meierhenry
Changes in the school - 10x10 -- Patterson
Alternatives to show:
roles of teachers and learners
course or class configurations
children, teachers, and resources
variety in processes of learning
1. Slide series for ABC-XYZ -- Lewis/Kemp, Patterson
2. ABC-XYZ transparency -- Lewis/Kemp, Patterson
3. Graphic layouts of process -- Mars
4. Classroom scenes -- Frye

Alternatives to show:
how we see things differently
perception
etc.
1. Perception transparencies -- Patterson
Wyman (Tecnifax)
2. Holes in head idea (10x10, 2x2, flannel) -- Lewis

More children's pictures -- McIntyre
Meierhenry
Terlouw (Mars)

Transition out:
Why resources are necessary to change verbalism to reality in experience, etc. . . .

II. Case Examples utilizing a range of media to teach a concept or topic (15 minutes each, probably -- 2 examples in a presentation)

Westward Movement -- Nebraska
Foreign Languages -- New York
The Ear -- California
50th State -- California
NSU-Wankel Motor -- Lewis/Kemp
Air Pressure -- Indiana
High School English -- No. Carolina (Shakespeare)
Texas
New Math -- Indiana

III. Implementation (30 minutes)

A. Materials (Kaleidoscope of total range)

Series of 2x2 slides showing all media in actual classroom use--starting with teacher and class talking, through books, to simple, then projected materials -- Ruark
-- Meierhenry
-- Frye

kits of materials -- Kemp

Resources of an A/V Center - 16mm clip from I.F.B. film
A/V Supervisor -- Cox

B. Organization

Penfield, N.Y. or equal -- New York
Gary, Indiana -- Prigge
Powell, Wyo. -- Faris
Jackson County, Ore. -- Ruark
Integrated program - Springfield -- Ruark
San Diego City -- Patterson
Torrence, California -- Patterson

In-service Education (Professional Growth) a transition . . -- Cox
-- Kemp
-- Frye

C. Staff and Facility changes due to technological developments

Anaheim redeployment -- Patterson
Wayland, Mass. (large-small group) -- Ruark
Roswell, N.M. (windowless) -- Frye
Lincoln, Nebr. (adapt old bldg.) -- Meierhenry
Orange Coast Jr. College (adapt space) -- Patterson
U. of Miami new round bldg. -- Kemp
other type building -- Meierhenry
Other new ideas
room using teaching machines -- McIntyre
Telemation (Teleprompter) -- Cox
-- Texas
N. Y. Institute of Technology -- Cox
Computer classroom -- Meierhenry
Videotape at home and school -- Lewis
write to Jim Finn for others -- Kemp

D. In order to accomplish these changes -- Leadership required

Administrator:
scheduling - 16mm sync
talking with staff -- Patterson
with curriculum people
examining new equipment
with school board
examining building plans
with PTA

Testimonials - Teacher - 16mm sync -- Patterson
Pupil

APPENDIX F

July 12, 1962

TO: Media Demonstration Teams

cc: Consultants

FROM: Jerry Kemp

SUBJECT: Progress Report #1

Many of you have written in to keep us posted on your progress in acquiring or preparing materials. I thought it would be a good idea to start a periodic report to the group so all could see where we are. I shall only list comments from those who have written in since the last report hereafter.

California

Pat has obtained the cooperation of the Anaheim people for filming the superintendent-teacher-student finale and we will plan this shortly.

Ray has contacted Walt Wittich in Hawaii for some original materials on the 50th State Unit.

Pat has written for price quote on model of the ear and to EBF for film clip from The Ears and Hearing.

Indiana

Bill sent in storyboard on New Mathematics unit.

He is going to Gary to shoot their program this week and also in a single school.

Bill will report our project to Don White's NAVA committee in Chicago.

Nebraska

Wes sent us slides on the new high school, McPherson, Kansas for duplication. We are experimenting with direct reversal film and with color negative.

Wes reports on a letter from Harry Silberman of System Development Corp., indicating that photos and possibly a film clip will be available to us.

No. Carolina

Ken reports that he and Bob are shooting film on language labs and hope to wrap it up by July 15th.

San Jose

Dick and I are outlining the unit on the Wankel motor and I'm searching through slides for examples for various spots in the presentation.

Miscellaneous

I have received a letter from Ellsworth Dent, Vice-President of Coronet Films, extending us their full cooperation . . . contact him as necessary for their materials.

Don White is sending me the film clips he uses in his presentation (re: copy of letter from Don White, June 26). Dick and I will examine and send you comments.

Dick Lawrence of AACTE headquarters offers us cooperation in planning presentations.

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July 24, 1962

TO: Media Demonstration Teams

cc: Consultants

FROM: Jerry Kemp

SUBJECT: Progress Report #2

Since my last report we had a dinner meeting in Chicago during the NAVA convention. Bill Prigge, Wes Meierhenry, Bob Cox, Ken McIntyre, and Mendel Sherman met with me. Each person reported on his progress and any problems. It was gratifying to see the work being done and the thought being put into our project.

I reported on the treatment prepared to guide Pat Patterson in working with the Anaheim people for our filmed finale. Everyone reacted favorably to the approach taken. We are awaiting word from Pat on reactions down there.

I distributed copies of the diagrams, pictures, and instructions of our remote control boxes prepared by Dick Lewis. Copies are enclosed here for those not with us in Chicago.

We examined a letter written to me by Bob Stepp concerning our possible participation in the Denver DAVI convention. He suggested that we might put on our presentation for various groups (3 teams working - one each emphasizing elementary, secondary, and college levels). We all liked the idea and have turned the suggestion over to Mickey Bloodworth and her planning committee.

Bill Prigge reported on his examination of Don White's slides relating to his own presentation. Don had offered us these materials. I also reported on Don's film clips. We decided we would not use these materials at all.

Each of the fellows reported on their progress in gathering materials and making contacts. Bob Cox indicated some of the lab costs for duplicating the footage we want from the Syracuse demonstration film and his problems in acquiring materials for the foreign language unit. It looks like it will take $750-900 to get all the items needed (in 12 copies), but it sounds very worthwhile.

Ken McIntyre gave me a copy of his outline for the unit in high school English Literature (an 11th grade teacher's use of Shakespeare). It looks fine and he is hard at work (so he sez...)

Bill Prigge has gathered most of the materials he needs. He has acquired such things as magnetic board items and film clips at no cost. If you are having problems ask Bill for the technique of his approach to commercial people!

In addition to our meeting in Chicago, I can report the following:

... I have letters extending us cooperation in providing us materials from -- Al Rosenberg of McGraw-Hill, Hedley Parker of Moody Institute of Science, and Eric Burtis of the new overhead transparency department of Keuffel & Esser.

... If materials from any of these companies, or those we previously heard from (Coronet) fit into your needs, please contact them.

... I have been asked to prepare a brief abstract of our project for a forthcoming issue of Title VII News and Reports by the USOE.

And finally --

As you receive permission from commercial people to use their materials, would you please send me a copy of their authorization. I think we should have a central file on such clearances. Just run a thermo-fax or photocopy if you want to hold the original letter.

Please glance thru the memo report from Nebraska to see if you are working on all the materials agreed to.

Please let me hear from you as you make progress.

jerry

August 13, 1962

TO: Media Demonstration Teams

cc: Consultants

FROM: Jerry Kemp

SUBJECT: Progress Report #3

Time is moving along and we hope that your activities for the workshop materials are also. Here are reports recently received of progress:

Oregon
Jim McDonald has sent in 11x14 size photographs of the activities at the Medford Instructional Materials Center for the follow-up section.

Indiana
Gene Faris has sent in materials on the Air Pressure case example for duplication into kit materials.
We are also working on the New Math materials from Bill Prigge.

Nebraska
Wes Meierhenry has sent in bulletin board materials for the Westward Movement case example and also photos showing the reconstruction of an old school in Lincoln into a large-group room.

Wyman - Massachusetts
At our request, Ray is forwarding to me a number of transparencies that he and Tecnifax Corp. have developed for showing some of the "why" for using a-v materials. We will look them over and ask your reactions on them. We appreciate the help.

I forgot to mention above that Jim McDonald has received word that Jim Gillespie, sales manager of Ozalid will be happy to produce overhead transparencies for us from our masters and that Charles Musson, audio-visual manager for Bell & Howell, offers their cooperation (including use of their new self-threading machine) during any of our coming presentations. Thanks Jim.

I am enclosing here a copy of letter from Bill Prigge. Please note how Bill has gone out and gotten cooperation for materials--and most at no cost to us.

Also, I'm enclosing a copy of the comments that Wes sent in along with the photos of the re-do on the Lincoln school. As each of you prepare to send in your materials, please work out a script like this so we will have comments on all items to include with the kit of materials.

Finally -- do your best to maintain a horizontal rather than vertical format on slides and transparencies . . .we know screen problems.

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PART III: ADDITIONAL QUESTIONS

APPENDIX C.

1. Methods of using television in teaching English as a new language to adults.

2. All experimental comparisons of overt and covert response.

3. All studies involving algebra material and self-instruction.

4. All studies which involve second-order differences or interactions.

5. The effectiveness of the "systems approach" to instruction where audio-visual media have been incorporated as an integral part of the system.

6. Evaluation of the use of audiovisual materials for kindergarten and pre-kindergarten children.

7. Relationship between indicator of anxiety in early years (C. A. 2 to 5) and subsequent anxiety (test and general anxiety) as measured in various ways tests, observation) in later years (C. A. 5 to 12).

8. Use of multi-media in the education and training of school counselors in skills necessary to group counseling.

9. Audiovisual research from 1963 on (excluding NDEA Title VII reports and research abstracted in AVCR).

10. Research dealing with television or programmed learning versus conventional instructional methods which investigates the following variables: time-cost advantages; recall versus comprehension and application outcomes; student attitude; different methods of TV instruction.